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| **School: ………………………………………..** | **Date:……………………………………..** |
| **Class: …………………………….....................** | **Period: …………………………….........** |

**UNIT 1: FREE TIME**

**Lesson 1.1 - Vocabulary and Reading (Page 4)**

**I. OBJECTIVES**

By the end of the lesson, Ss will be able to:

**1.1. Language knowledge and skills**

- talk about their hobbies, using words: *build models, bake cakes, make vlogs, read comics, play online games, collect soccer stickers.*

- practice reading and understanding general and specific information about a teen’s hobby.

- use the Present Simple for talking about habits.

**1.2. Competences**

- improve communication, collaboration, analytical and critical thinking skills.

**1.3. Attributes**

- take up a useful hobby and spend a suitable amount of time on this hobby.

- build good habits for themselves and ditch bad ones.

**II. TEACHING AIDS AND LEARNING MATERIALS**

**1. Teacher’s aids:** Student book and Teacher’s book, class CDs, Digital Book (DCR phần mềm tương tác SB, DHA (từ vựng/ cấu trúc) phần mềm trò chơi tương tác), projector/interactive whiteboard / TV (if any), PowerPoint slides.

**2. Students’ aids:** Student’s book, Workbook, Notebook.

**III. ASSESSMENT EVIDENCE**

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| **Performance Tasks** | **Performance Products** | **Assessment Tools** |
| - Activate the free time activities that Ss may know.  **-** Match the words with the pictures in a.  - Listen and repeat.  - Compare Ss’ hobbies to Kate, or a classmate.  - Talk about Ss’ hobbies and what cool things they can make | **-** Ss’ answers in notebooks.  - Ss’ answers.  - Ss’ practice.  - Ss’ performance.  - Ss’ answers/ presentation. | - T’s feedback.  - T’s observation/ DCR.  - T’s observation.  - T’s feedback/Peers’ feedback.  - T’s feedback/Peers’ feedback. |

**IV. PROCEDURES**

**A. Warm up: (5’)**

**a) Objective:** Introduce the new lesson and set the scene for Ss to acquire new language; get students' attention at the beginning of the class by enjoyable and short activities as well as to engage them in the follow-up steps.

**b) Content:** Introduce words about hobbies.

**c) Expected outcomes:** Ss have general ideas about the topic “free time activities”.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| - Give greetings.  - Check attendance.   * **Option 1: Number the pictures.**   - Use the “New words” part a.– page 4 for the warm-up activity.  - Show pictures and words (using DCR), have Ss number the pictures (in pairs).  - Call Ss to give answers.  - Give feedback and show correct answers (using DCR).  - Lead to the new lesson.  - Play the audio (CD1 – Track 02), have Ss listen and repeat.  - Correct Ss’ pronunciation if necessary.     * **Option 2: Chatting.**   - Ask Ss some questions about their free time activities:  Eg: - What do you often do in your free time?  - How much time do you spend doing it?  - Do you find it useful?  - …  - Lead to the new lesson: Free time. | -Greet T.  - Work in pairs to number the pictures.  - Give answers.  - Listen.  **Answer keys**  *A1 B4 C6 D2 E3 F5*  - Answer the questions.  - Listen. |

**B. New lesson (35’)**

* **Activity 1: Pre-Reading (Vocabulary) (12’)**

**a) Objective:** Ss know words about free time activities.

**b) Content:**

**-** Vocabulary study *(build models, bake cakes, make vlogs, read comics, play online games, collect soccer stickers).*

**-** Speaking: Note more than 3 hobbies you know and discuss if you like them.

**c) Expected outcomes:** Ss know how to pronounce the new words correctly and use them in appropriate situations.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Number the pictures. Listen and repeat.**   * **Option 1** *(If the teacher hasn’t used this part for the Warm-up activity)*   - Demonstrate the activity, using the example (using DCR).  - Have Ss number the pictures.  - Divide class into pairs and have them check their answers with their partners.  - Call Ss to give answers (read or write).  - Check answers as a whole class.  - Play audio (CD1 – Track 02) (using DCR). Have Ss listen and repeat.  - Correct Ss’ pronunciation.   * **Option 2: Matching.** *(If the teacher has used part a. for the Warm-up activity)*   - Have Ss review the words they have known in the warm-up activity by matching words with pictures (T uses different pictures from those in the textbook).  - Call Ss to give answers (read or write).  - Check answers as a whole class.  - Call some Ss to read the words again.  - Correct Ss’ pronunciation if necessary.    **-** For more practice and options, have Ss play a vocabulary game using DHA.  **Task b. Note three more hobbies you know. Discuss if you like them.**   * **Option 1:**   - Have Ss talk in pairs about their hobbies using the new words and three other hobbies they know.  - Remind Ss to use the structure:  *Do you like +V.ing …?*  - Have Ss share their ideas in front of the class.  - Give feedback and evaluation.   * **Option 2:** *(for class with better students)*   - Give Ss an extra activity: Have Ss work in groups to have a free talk about their hobbies. Encourage students to use their own ideas. Remind students to state whether they like these hobbies and whether these hobbies are useful or not.  - Call some groups to present their conversation with the class.  - Give feedback and evaluation. | - Look and listen.  - Work individually.  - Work in pairs.  - Give answers.  - Listen and repeat.  **Answer keys**  *A1 B4 C6 D2 E3 F5*  - Work in pairs.  - Give answers.  - Read.  **Answer keys**    - Watch and play.  - Work in pairs.  - Present.  **Suggested three more hobbies:** *playing sports, arranging flowers, making origami, …*  - Work in groups.  - Present.  **Suggested conversation**  *A: My hobby is playing online games. Do you like it?*  *B: Yes, I like it too*  *C: I think playing online games is relaxing, but it’s rather time-consuming.*  *A: Oh really? So what do you often do in your free time?*  *C: I collect old correction pen. I find this hobby not really challenging but relaxing*  *…* |

* **Activity 2: While - Reading (17’)**

**a) Objective:** Students can develop their reading skills.

**b) Content:**  Reading a teen blogger and choosing the best title, then circling the correct answer.

**c) Expected outcomes:** Students can read and understand general and specific information about a teen’s hobby.

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task a. Read Kate’s blog post and choose the best title.**   * **Option 1:**   - Ask Ss to read two options and find out key words.  - Show the task using DCR. Have Ss read the blog individually.  - Have Ss work in pairs to read the blog again.  - Have Ss circle the correct answers.  - Have some Ss share their answers with the class (read), explain for their answers.  - Give feedback.  - Give feedback and correct Ss’ answers if necessary.   * **Option 2:**   - Have students look at the picture in part Reading a (using DCR) and ask them some questions about Kate:  *What is her name?*  *What is her hobby?*  *What is the title of the blog?*  - Retell students what a blog is  Lead to the reading text.  - Have Ss read the questions and guess the answers.  - Have Ss read the blog and circle the correct answers – underline the supporting ideas.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Give feedback and evaluation.  **Task b. Now, read and circle the correct answers.**  - Use DCR to show the task. Have Ss read the questions, underline key words and guess the answers.  - Have Ss read the blog again and circle the correct answers – underline or highlight the supporting ideas.  - Have Ss check answers with their partners.  - Call Ss to give answers, explain.  - Give feedback and evaluation. | -Work individually.  - Work in pairs.  - Circle the correct answers.  - Read answers, explain.  - Check answers.  **Answer keys**  *1.My Model Collection*  - Look and give answers.  - Listen.  - Read and do the task.  - Work in pairs.  - Give answers, explain.  **Answer key:** *No*  *1.My Model Collection*  - Read and underline.  - Do the task.  - Check answers.  - Give answers, explain.  **Answer keys** |

* **Activity 3: Post - Reading (6’)**

**a) Objective:** Students can use the vocabulary and the sample text to develop their speaking skills.

**b) Content:**  Speaking: What cool things can you make?

**c) Expected outcomes:** Students can have a free-talk about a cool thing they can make (What is it? How do you make it? What is it used for? Who helped you to make it…)

**d) Organization of the activity:**

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| **TEACHER’S ACTIVITIES** | **STUDENTS’ ACTIVITIES** |
| **Task c. What cool things can you make?**  - Have Students work in groups to talk about what cool things they can make.  -If there is enough time, ask Students to choose a cool thing to draw it (each group draws a picture).  -Have students hang the pictures on the board, ask the whole class to vote for the best picture.  -Make comments and announce the best picture. | - Work in groups to discuss and then draw.  - Take part in the class activities. |

**C. Consolidation and homework assignments (4’)**

**\* Words about free time activities**: *build models, bake cakes, make vlogs, read comics, play online games, collect soccer stickers.*

**\* Homework:**

- Learn the new words by heart.

- Practice talking about your hobby.

- Do the exercises in Workbook: Lesson 1 - New words (page 2).

- Prepare: Lesson 1 – Grammar (page 5 – SB).

- Do the vocabulary exercise in Tiếng Anh 7 i-Learn Smart World Notebook (page 4).

- Play consolation games in Tiếng Anh 7 i-Learn Smart World DHA App on [www.eduhome.com.vn](http://www.eduhome.com.vn)

**D. Reflection**

a. What I liked most about this lesson today:

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1. What I learned from this lesson today:

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c. What I should improve for this lesson next time:

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